Area of Interest: Community and Social Services

Early Childhood Education

Ontario College Diploma
42 Weeks
Pembroke Campus

Academic Year: 2019/2020
Program Code: 0430X04FPM

Our Program

Facilitating children`s learning through play.

The 42-week Early Childhood Education Ontario College Diploma program prepares you to become an educator of children in a variety of early learning settings. Gain the knowledge and skills necessary to work with families and other professionals to support children`s learning and development.

This program provides you with the ability to create, implement and assess play-based curricula while building stimulating child-centred environments.

Benefit from both theoretical and hands-on learning opportunities. You have three field placements during the program that focus on children from birth to age 12. These real-world experiences allow you to integrate theory with professional practice in early learning programs.

You assist in providing guidance to children while planning, implementing and evaluating programs. Through your placements, you gain valuable hands-on skills and experience to help you understand the diverse roles, settings and responsibilities of an Early Childhood Educator.

Upon graduation, you are eligible to register with the College of Early Childhood Educators (CECE). Registration with the CECE is required to be eligible to work as an Early Childhood Educator in Ontario.

SUCCESS FACTORS

This program is well-suited for students who:

• Enjoy working with children and their families.
• Have strong observational and analytical skills.
• Enjoy working as a member of a team.
• Have strong language (oral and written) skills.
• Are self-reliant and enjoy challenges.
• Are interested in child development and teaching children through play.
• Are comfortable using computers and other forms of technology.

Early childhood education is a physically demanding profession. Individuals entering this profession must be able to lift children, materials and equipment (up to 32kgs). As well, individuals must be able to run/move quickly between areas in the room and outside in order to ensure children`s safety. In addition, educators must constantly observe children to ensure safety and to assess children`s abilities, skills and interest in order to develop meaningful curricula. Entering the program without these abilities may result in unsuccessful field placements and students who are unsuccessful in field placements are not eligible to graduate.

Employment

Graduates may find professional employment opportunities as educators in early learning and
care programs (infant, toddler, preschool, school-age), nursery schools, resource and Ontario Early Years Centres, full-day kindergartens, programs run by community health agencies and as home child care advisors. Opportunities in entrepreneurial areas (e.g., marketing of educational toys/books/materials consulting) are emerging.

Graduates are required to register with the College of Early Childhood Educators to be eligible to apply for jobs within the profession.

Learning Outcomes

The graduate has reliably demonstrated the ability to:

• Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.

• Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children’s capabilities, interests, ideas and experiences.

• Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.

• Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.

• Use observation strategies to identify children’s strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

• Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children’s service agencies to meet legal and ethical standards of the early years sector.

• Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one’s own role in early years and child care settings.

• Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures.

• Create and engage in partnerships with families, communities, colleagues, inter-disciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services.

• Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.

• Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment an environmental stewardship.

Program of Study

<table>
<thead>
<tr>
<th>Level: 01</th>
<th>Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>ENL7777</td>
<td>Communications I</td>
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</tr>
<tr>
<td>FAM7410</td>
<td>Observation Skills</td>
<td>42.0</td>
</tr>
<tr>
<td>FAM7411</td>
<td>Preparation for Field Placement</td>
<td>28.0</td>
</tr>
<tr>
<td>FAM7412</td>
<td>Introduction to Curriculum</td>
<td>42.0</td>
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<tr>
<td>FAM7413</td>
<td>Health and Wellness for Children</td>
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<tr>
<td>FAM7414</td>
<td>Foundations of ECE</td>
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### Early Childhood Education

#### Level: O2 Courses

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<tr>
<td>FAM7415 Child Development</td>
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<td>FAM7416 Music and Movement Experiences for Children</td>
<td>42.0</td>
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<tr>
<td>FAM7417 Creative Art Experiences for Children</td>
<td>42.0</td>
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<tr>
<td>FAM7418 Practice Teaching I</td>
<td>42.0</td>
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<tr>
<td>ENL7687 Children's Literature</td>
<td>42.0</td>
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<tr>
<td>ENL7778 Communications II</td>
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<tr>
<td>FAM7420 Psychology of Learning</td>
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<td>FAM7421 Environments and Programming - Young Children</td>
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<tr>
<td>FAM7422 Introduction to Children with Exceptionalities</td>
<td>42.0</td>
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<td>FAM7423 Guiding Children's Behaviour</td>
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<td>FAM7425 Creating an Effective Curriculum</td>
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<td>FAM7426 Field Seminar II</td>
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#### Level: O3 Courses

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<td>FAM7432 Math and Science Experiences</td>
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<td>FAM7434 Families and Community</td>
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<td>FAM7435 Assessment of Learning</td>
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<td>FAM7437 Professionalism and Administrative Practices - ECE</td>
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Choose one from equivalencies: Courses

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### Fees for the 2019/2020 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at [https://www.algonquincollege.com/fee-estimator](https://www.algonquincollege.com/fee-estimator).

Further information on fees can be found by visiting the Registrar’s Office website at [https://www.algonquincollege.com/ro](https://www.algonquincollege.com/ro).

Fees are subject to change.

Addition program related expenses include:

Books and supplies cost approximately $1,600 in first year and $1,500 in second year and can be purchased in the campus bookstore. These costs include a reasonable estimate for supplies needed for course projects.

In Levels O2 and O3 of the Pembroke program, students are required to travel to placement within Renfrew County and any expenses incurred are the responsibility of the student. Students are responsible for their transportation to and from placement.

In Level O3 students complete a placement in an early learning setting. In this level students may have the option of completing their placement experience outside of Renfrew County. If approved for an out of County placement, students will be responsible for their own accommodations and travel arrangements during this placement and for any other associated expenses.

### Admission Requirements for the 2020/2021 Academic Year

**College Eligibility**

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open
Early Childhood Education

• Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR

• Academic and Career Entrance (ACE) certificate; OR

• General Educational Development (GED) certificate; OR

• Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of $50 (subject to change) will be charged.

Program Eligibility

• English, Grade 12 (ENG4C or equivalent) with a grade of 65% or higher.

• International applicants must provide proof of the subject specific requirements noted above along with proof of either: IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum of 22 in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

• Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

Should the number of qualified applicants exceed the number of available places, applicants will be selected on the basis of their proficiency in English.

Admission Requirements for 2019/2020 Academic Year

College Eligibility

• Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR

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Application Information

EARLY CHILDHOOD EDUCATION
Program Code 0430X04FPM

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:
Students currently enrolled in an Ontario secondary school should notify their Guidance Office prior to their online application at [http://www.ontariocolleges.ca/](http://www.ontariocolleges.ca/).

Applications for Fall Term and Winter Term received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants please visit this link for application process information: [https://algonquincollege.force.com/myACint/](https://algonquincollege.force.com/myACint/).

For further information on the admissions process, contact:

Registrar’s Office
Algonquin College in the Ottawa Valley
1 College Way
Pembroke, ON K8A 0C8
Local: 613-735-4700
Toll-free 1-800-565-4723
TTY: 1-866-620-3845
Fax: 613-735-4739

[https://www.algonquincollege.com/pembroke](https://www.algonquincollege.com/pembroke)

**Additional Information**

This 42-week, non-semestered, full-time day program is offered at the Pembroke Campus. It is also offered at the Perth Campus as a 42-week program and at Woodroffe Campus as a two-year program. While the learning outcomes at the Perth, Pembroke and Woodroffe Campuses are the same, the curriculum order and subject delivery are reflective of the local circumstances, which can affect program delivery.

Algonquin College also offers the entire Early Childhood Education program full-time online and on a part-time basis through the Centre for Continuing and Online Learning. For information, please visit the Part-time Studies website at: [https://www.algonquincollege.com/CCOL](https://www.algonquincollege.com/CCOL).

**BYOD:**
Programs at Algonquin College are Bring Your Own Device (BYOD). To see the BYOD requirements for your program, please visit: [https://www7.algonquincollege.com/byod/](https://www7.algonquincollege.com/byod/).

**First Aid Certification:**
First Aid certification is required prior to participation in the lab and must be valid upon graduation. Accepted applicants must complete a Health Assessment form and submit an Immunization form prior to program registration.

**Police Records Check Documentation:**
Though not an admission requirement, applicants must note important information listed below regarding Police Records Check program requirements.

Successful completion of field placement is a requirement for graduation from the Early Childhood Education program. Agencies that provide placement opportunities require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

**Field Placement Eligibility:**
To be eligible for placement, you must submit proof of a clear PRCSVS, which will be retained on your departmental file and used only for purposes related to your placement. You will be required to disclose the contents of the PRCSVS, including all notations, to the placement agencies.

It is your responsibility to obtain the PRCSVS from your local Police Department prior to the deadline identified by your Department and to pay any associated costs. It may take a long time to obtain this documentation; please submit your application as early as possible. Should you require further information, contact the Program Chair.
Academics Links:
Graduates of the Early Childhood Education Ontario College Diploma program may choose to pursue further education through articulation agreements with the University of Ottawa and Carleton University.

Course Descriptions

ENL7687 Children's Literature
Students explore a variety of literature available for children. The historical evolution and features of children’s literature are examined in order to develop a critical awareness of both the text and illustrations. Various genres and the diverse literature currently available for preschool and school age children, and strategies that can bring together children and good books are explored.

Prerequisite(s): ENL7777
Corerequisite(s): none

ENL7777 Communications I
Communication remains an essential skill sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Through a combination of lectures, exercises, and independent learning, students practise writing, speaking, reading, listening, locating and documenting information, and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both educational and workplace environments.

Prerequisite(s): none
Corerequisite(s): none

ENL7778 Communications II
Students develop and refine applied communication skills including writing, speaking, reading, listening, documenting, and synthesizing information and using technology to communicate effectively.

Prerequisite(s): ENL7777
Corerequisite(s): none

FAM7410 Observation Skills
Observations are used by educators to identify children’s skills, abilities and interests. They are also used to determine the effectiveness of early learning and care programs and to plan effective curriculum. Students examine and utilize a variety of observational tools to facilitate assessment and planning.

Prerequisite(s): none
Corerequisite(s): none

FAM7411 Preparation for Field Placement
The ability to understand one’s professional roles and responsibilities in the workplace is important if an educator is to be successful. Students begin to examine professional ethics, standards of practice, management skills and the roles and responsibilities of students during field placements in the early learning environment. Students develop an understanding of field placement expectations and their responsibilities.

Prerequisite(s): none
Corerequisite(s): none

FAM7412 Introduction to Curriculum
It is expected that educators plan, implement and evaluate play-based curriculum. Students explore
a variety of factors that influence early curriculum including developmentally appropriate practice, play-based learning and delivery models. Students learn to apply a set of programming strategies used as part of curriculum development.

Prerequisite(s): none
Corerequisite(s): none

FAM7413 Health and Wellness for Children
Creating environments where children can safely explore and learn is an essential aspect of the profession. Students learn to recognize the signs of child maltreatment, environmental hazards and how to follow established protocol. Students also examine legislation regarding health, nutrition and safety requirements in early learning programs. Students examine ways to determine if the environment is safe and what steps to take if the child is at risk.

Prerequisite(s): none
Corerequisite(s): none

FAM7414 Foundations of ECE
Early childhood educators are knowledgeable professionals who require a strong foundation in the history and philosophy of early childhood education in Canada and globally. Students begin to examine the impact of policies, legislation and regulations across all levels of government on early childhood education. Students also examine the impact of cultural and family systems on early learning programs and professional relationships.

Prerequisite(s): none
Corerequisite(s): none

FAM7415 Child Development
Professionals working with children and families use knowledge of child development to guide their practice. Students examine physical, language, social, emotional and cognitive changes from birth to 12 years of age within a social ecological context. Students begin to research, analyze, compare and assess various approaches addressing the development of the individual. Students have opportunities to link developmental information to the delivery of early learning programs.

Prerequisite(s): none
Corerequisite(s): none

FAM7416 Music and Movement Experiences for Children
Music is considered a universal language that touches our heart, mind and body. Exposing children to a variety of musical and movement experiences is essential to children's learning and development. Students explore the pedagogical value of music and movement in early learning environments and actively participate in music and movement experiences that can be incorporated into a variety of early learning settings.

Prerequisite(s): none
Corerequisite(s): none

FAM7417 Creative Art Experiences for Children
Educators must have an understanding of children's artistic development in order to plan and implement appropriate play-based creative experiences. Students explore and assess developmentally appropriate materials and activities for infants, toddlers, preschoolers and school-age children. Students examine methods to foster children's creativity and learning.

Prerequisite(s): none
Corerequisite(s): none

FAM7418 Practice Teaching I
Practical learning experiences support the integration of theory and professional expectations in early learning programs. Students practice observational skills and assist in the facilitation of routines and transitions. Students also reflect on their emerging knowledge and skills for working directly with children and families.

Prerequisite(s): none
Corerequisite(s): none

**FAM7420 Psychology of Learning**

To be successful, individuals need to understand how they acquire new knowledge/skills and how environmental factors impact this process. By examining a variety of theories from both historical and current perspectives, students develop an understanding of how an individual's learning is influenced by developmental, psychological and social elements. Students use real life situations to identify how these theories can be used to support learning and development within continuously changing environments.

Prerequisite(s): none
Corerequisite(s): none

**FAM7421 Environments and Programming - Young Children**

Educators must be able to differentiate and implement essential elements that are characteristic of programs for infants, toddlers and young preschoolers. Students explore best practices within programs aimed for these age groups. The impact of family background, child development and legislation on environments, routines, transitions and curriculum implementation is examined.

Prerequisite(s): FAM7410 and FAM7412 and FAM7414 and FAM7415
Corerequisite(s): none

**FAM7422 Introduction to Children with Exceptionalities**

Educators require the knowledge and skills to create inclusive early learning programs and facilitate the learning and development of all children. Students explore various exceptionalities and their impact on children, families and the early learning environment. Students investigate various topics, such as children at risk, communication disorders, intellectual differences, learning disabilities, sensory impairments and giftedness. Methods for working collaboratively with families and other professionals are also examined.

Prerequisite(s): FAM7410 and FAM7415
Corerequisite(s): none

**FAM7423 Guiding Children's Behaviour**

In early learning programs the guidance of children's behaviour requires the use of a proactive approach designed to help children develop self-regulation and prosocial skills. Students explore various factors that have an influence on the interactions and behaviours of children in early learning environments. Through evidence-based strategies. Students examine the skills needed to build and enhance supportive relationships with families and children.

Prerequisite(s): FAM7410 and FAM7415
Corerequisite(s): none

**FAM7425 Creating an Effective Curriculum**

It is expected that educators plan, implement and evaluate play-based curriculum. Students develop the skills necessary to implement the curriculum cycle as a framework for creating programs that facilitate play-based learning. In addition, students examine a variety of curriculum approaches with respect to both the curriculum cycle and the guiding principles for best practice in early learning programs. Students also apply established quality assurance measures to examine strategies for enhancing best practices within traditional curriculum.

Prerequisite(s): FAM7410 and FAM7412 and FAM7414 and FAM7415
Early Childhood Education

FAM7426 Field Seminar II

Personal and professional values and beliefs have a significant influence on an early childhood educator's practices. Students start to explore their own values and beliefs and the influence of these values and beliefs on their teaching practices. As well, students continue to examine and reflect on their growing skills and competence in working directly with children and their families through discussions within a community of learners.

Prerequisite(s): FAM7410 and FAM7412 and FAM7415 and FAM7418
Corerequisite(s): FAM7428

FAM7428 Practice Teaching II

Practical experience working directly with children and families allows students to broaden and deepen their integration of theory with professional practice in early learning programs. Working at a practice level, within an early learning environment, students guide children through the day with minimal support from their on-site supervisor and plan, implement and evaluate curriculum that facilitates the learning of all children. Students establish goals and determine strategies to successfully meet current and future field placement expectations.

Prerequisite(s): FAM7410 and FAM7412 and FAM7415 and FAM7418
Corerequisite(s): FAM7426

FAM7431 Environments and Programming SA

Full-day early learning kindergartens and after-school programs require educators who have knowledge of differentiated practices in these play-based settings. Students analyze how child development, family background, legislation and organizational structures influence best practices and the roles of the educator in both environments. Students establish how play-based learning differs from teacher-directed learning and explore how to promote play-based learning. Students discuss methods for working effectively and collaboratively with children, colleagues, inter-professional teams and families.

Prerequisite(s): FAM7415 and FAM7421
Corerequisite(s): none

FAM7432 Math and Science Experiences

To support children's active engagement with math and science educators must provide learning experiences that facilitate these everyday encounters. Building on children's natural interest, students examine how to support children's math and science skills in early learning environments. Students also explore the importance of connecting children to nature through active exploration. Students actively discover ways to engage children in math and science.

Prerequisite(s): FAM7410 and FAM7412 and FAM7414 and FAM7415
Corerequisite(s): none

FAM7433 Language and Emergent Literacy

Language and early literacy skills are foundational for life-long success; therefore, educators must possess the knowledge and skills to create, prepare and evaluate language-rich environments. Students examine the natural progression of language and literacy development and explore strategies and materials essential for environments that support the multi-dimensional language and literacy skills of children from birth to twelve years of age.

Prerequisite(s): FAM7410 and FAM7412 and FAM7414 and FAM7415
Corerequisite(s): none

FAM7434 Families and Community
Professionals in a variety of fields can enhance their practice through awareness of the diversity which exists among families and communities within Canada. Students examine historical and current factors influencing families and communities within Canadian society. Students identify, implement and evaluate various strategies designed to support or advocate for a community or family.

Prerequisite(s): none
Corerequisite(s): none

**FAM7435 Assessment of Learning**

The ability to assess how children are learning and the quality of the curriculum and educational environment provided for young children are essential to an educator’s role. Through the use of a variety of data collection tools, as well as their knowledge of child and curriculum development, students enhance their ability to make assessments of children’s learning, development and interests necessary for creating appropriate curriculum.

Prerequisite(s): FAM7425
Corerequisite(s): none

**FAM7436 Field Seminar III**

Students reflect on their beliefs, values and practices when working with children and their families. Students build on previously completed work to develop a personal philosophy of early childhood education. Students analyze their emerging beliefs and values on early learning and best practices.

Prerequisite(s): none
Corerequisite(s): FAM7438

**FAM7437 Professionalism and Administrative Practices - ECE**

Effective administrative practices are essential for developing and managing an early learning program. Students explore governance models and legislative requirements for different programs (e.g. kindergarten, licensed programs). Students examine administrative and professional practices with an emphasis on the CECE Code of Ethics and Standards of Practice. Students explore topics related to job recruitment, advocacy, human relations and ethics.

Prerequisite(s): ENL7778 and FAM7413
Corerequisite(s): none

**FAM7438 Practice Teaching III**

Students consolidate knowledge and skills gained. Guided by the Ontario College of ECEs Code of Ethics and Standards of Practice, students demonstrate competence in leadership, curriculum development, professionalism and communication. Students develop and implement goals and strategies to support early learning.

Prerequisite(s): ENL7777 and FAM7416 and FAM7417 and FAM7423 and FAM7425 and FAM7428 and FAM7432
Corerequisite(s): FAM7436

**GED1430 General Education Elective**

Students choose one course, from a group of general education electives, which meets one of the following five theme requirements: Arts in Society, Civic Life, Social and Cultural Understanding, Personal Understanding, and Science and Technology.

Prerequisite(s): none
Corerequisite(s): none